

Standards and Quality Report

2021/22

KILTEARN PRIMARY



Kiltearn Primary Schools

HIGHLAND COUNCIL | DRUMMOND ROAD, EVANTON

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School/Cluster/ASG (Delete as required)

Kiltearn School is in the village of Evanton. Evanton lies a mile north of the Cromarty Firth. The school is located 4 miles from Alness. The pupils who attend the school are from the catchment area of Evanton which also covers old Evanton Road, Novar Estate, Glenglass and Swordale. We are part of the Alness Associated School Group and P7 pupils transfer to Alness Academy at the end of their Primary Education; however, a high percentage of our P7 pupils put in placing requests to attend Dingwall Academy. This can make the process of ensuring a smooth transition difficult particularly for pupils with ASN. We provide for ELC-P7 stages. We currently have a 9-3pm ELC class and five composite classes. As of August 2021, we had 119 children enrolled in the Primary school and 29 enrolled in ELC. Last session we received **£19, 032** of Pupil Equity Funding for percentage of children registered free school meals.

The Head Teacher Lauren McKernie was appointed in February 2016. We have an Acting Principal Teacher Louise Ross who was appointed in February 2022. We have a period of instability in terms of staffing this session due to staff illness related to covid and we were also unable to appoint a class teacher to cover the previous Principal Teachers class this has had an impact on progress in our School Improvement/PEF plan. A reduction in teaching staff/classes has also had an impact on teaching and learning and a need for increased PSA support to meet learners needs.

We have a committed Teaching and support staff who provide a Nurturing, welcoming environment for the children.

At least 10 percent of our children are often late or not attending regularly and this can have a significant impact on teaching and learning. Standards of behaviour are generally good; however, we have updated our positive relationships policy this session with a focus on restorative practice and involving parents in supporting the school with high expectations for behaviour to try to see further improvements in behaviour and relationships. No children have been excluded from school.

Session 21/22 like session 20/21 and 19/20, has been extremely unusual, with periods of remote learning and staff shortages affecting our provision. This has also affected the way we would be normally engage with our school/ELC community. Our capacity for continuous improvement, has been affected by the periods of disruption caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. We look to be able to return to full engagement with our school community and rebuild our capacity for improvement in session 22/23.

Our School Vision, Values and Aims



School Vision, Values and Aims:



Kiltearn Primary Vision, Values and Motto

At Kiltearn Primary, we pride ourselves on being a welcoming and caring school. We have agreed that our key school vision and values are to ensure that all children are:

- Valued
- Respected
- Nurtured
- Included
- Healthy
- Happy
- Confident
- Kind, helpful and empathetic
- Kind to the environment
- Provided with skills for learning, life and work

It is an environment where

- Success is Celebrated
- Differences are valued
- Bullying is not tolerated
- There is a strong link between school, parents and the local community

(November 2016)

Our school Motto

'Climbing Higher Together'

(June 2016)

Staff, parents, children and the wider community were consulted in the process of updating our School Vision, Values and Motto.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Our children and young people like the playground, our lunch system, the teachers, the pupils, the golden rules, their teaching and education, kindness, cloakrooms, quiet hardworking classes, the classrooms and the PSA staff.

'We are good at helping people and being kind' (p2/3)

'Listening to the Teacher' (P1/2)

'We like the flowers in the playground' (P5/6)

'I get a lot of help from people in my class and the PSA ladies' (p4/5)

'I like the work we are given' (P4/5)

I think that the things that are working well are-

The good, spacious playground

The kind, responsible teachers

The quiet, hardworking classes

The kind, respectful pupils (p6/7)

The teaching goes very well in the school and we learn lots with the great teachers.

We have a good and kind school and we do well with making everybody kind and we don't have bullies' (P6/7)

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

They would like to see improvements in the football pitch, the toilets, the library, reopen the play shed, improve the tuck system, more play, eco committee and pupil council to start back up, CCTV and high fences.

'We would like the equipment play shed back again' (P5/6)

'I would like to see changes to the bathrooms' (P6/7)

'I think that our football pitch should be improved because there are lots of holes in it' (P6/7)

'We want more play' (p2/3)

'New things on the wall and move tables around' (P1/2)

'I would like to see the playtime shed re-open, a better tuck system and the eco committee and pupil council start back up with more responsibilities' (P6/7)

'I would like security cameras so that teenagers don't damage equipment' (p4/5)

'I would like a high fence so that balls don't go on the road' (P4/5)

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1: Health and wellbeing

Primary focus: School and ELC improvement

Year of Project: 3

Purpose: to improve Health and wellbeing for all children post-Covid-19

Progress and impact:

- ✓ Increase in learning in the outdoor environment. All classes having daily outdoor learning experiences. ELC regularly running entire session outdoors this has helped to offer increased opportunities for physical activity, given children more contact with the natural world (weather and seasons) given the children space to explore and opportunity to learn through active movement and given children the opportunity to play safely and freely while they learn to assess risk.
- ✓ Decider skills introduced in all upper classes. Decider skills resources and strategies regularly shared with parents. Decider skills displays created in areas that all the school access to provide visuals/strategies. All teaching staff wear decider skills strategies visual daily and can use to remind children of the strategies that they can use. This resource is helping children to identify their thoughts and feeling and begin to use strategies taught to manage their emotions
- ✓ Nurture sessions restarted/ learners targeted and prioritised to be offered support. Pupils and families very supportive and positive about the experiences they/their children receive in the nurture room. Most children ask to be allowed to attend Nurture again at a later date
- ✓ Resilient kids delivered in P4 to support children managing their emotions, further children identified as requiring further support with managing their emotions
- ✓ Positive relationships policy has been updated. Parent council have been consulted on and agree with the policy. The policy has ensured a focus on restorative approaches and using parents/carers to support school with behaviour/creating positive relationships. The staff in the school are beginning to use a whole school approach to managing behaviour to ensure consistency in each class.
- ✓ Overall, some progress was made in health and wellbeing this session however staff self-evaluation using HGIOS/HGIOELC has identified further areas for improvement for next session.

Next steps:

- ✓ Introduction to RRSA linked to play at all stages. Including play-based experiences in the outdoor environment
- ✓ Develop a whole school approach to pupil voice- groups to be reintroduced with each group working towards specific area/awards- digital award, sports award, ECO etc.- pupil leadership
- ✓ Health and wellbeing trackers and planners will be revised to meet the wellbeing context of the pupils more appropriately. Including the use of decider skills, finding your inner power, resilient kids, nurture, equality and diversity, rights of the child and mental wellbeing with links to RSHP resource.
- ✓ Positive relationships policy to be shared with all parents. Golden rules assemblies to be delivered in first 4 weeks after summer holidays. Further consultation o impact of updated positive relationship policy and next steps for improvement
- ✓ Enhance P1 and 2 play based learning, SMT to monitor play-based learning planning and evaluation approaches from ELC-P2/
- ✓ Continue to Identify target group of children termly to work with PSA's in Nurture group
- ✓ Whole schoolwork in assembly on each of the SHANARI indicators, decider skills, golden rules/updated behaviour policy, growth mindset and resilience
- ✓ Introduction of RSHP resource at all stages

Improvement Project 2: Recovery of learning, teaching and assessment

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Recovery of learning, teaching and assessment following impact of Covid

Progress and impact:

- ✓ Collegiate discussion on recovery curriculum focus and assessments to be used in school ensured a whole school approach to addressing the gaps caused by the covid 19 session. It was agreed as a staff to focus on daily Literacy, Numeracy and health and wellbeing sessions. This was impacted by change in teaching staff and being unable to appoint a new class teacher and requiring an increase in support to meet the needs of learners in all classes
 - ✓ Daily Literacy activities in all classes- daily reading, writing and reading. Targeted Literacy interventions as required, these interventions are helping to close the gaps for targeted learners and need to continue for children that are not showing progress further interventions are being discussed
 - ✓ Targeted Maths support groups utilising PEF have allowed all targeted children to show improvement in basic facts this could have been further improved if we had not had so many staff shortages due to covid 19 situation
 - ✓ Key focus on multiplication, division, addition, subtraction, and number bonds has been implemented in some classes, an introduction in the use of more concrete materials is evident in some classes
- Overall, there has been an increased focus on supporting literacy and numeracy in all classes which has meant we have made good progress in this area. However further work needs to be done to ensure a consistent approach to learning and teaching in all classes.

Next steps

- ✓ Training in wraparound spelling/phonics at all stages led by Jenny Wilson.
- ✓ Increased opportunities for Literacy training for session 2022-23 discussed during PRD process
- ✓ Devise Literacy expectations guidance and update curriculum rationale
- ✓ ELC audit of outdoor environment and next steps to be informed include a Focus on improving literacy in the outdoors. Audit indoor space and identify how to ensure opportunities for Literacy in all areas.
- ✓ Reading/phonics expectations/progression policy and guidance created
- ✓ Parental engagement afternoons for all parents ELC-P7 to share with parents how we teach reading and phonics and how to support their children with reading/phonics at home. ELC parental engagement session on Emerging Literacy.
- ✓ All teaching staff to attend writing training throughout the session led by Stephen Graham. SMT to purchase writing resources to support teaching and learning of writing across all stages.
- ✓ Deliver reading recap sessions to remind staff/ teach new staff how to use the reading training resources delivered by Literacy Development officer
- ✓ Reintroduce learning snapshot with Literacy focus to be send home to parents in Term 2 (writing) and Term 4 (Reading/phonics)
- ✓ Reintroduce 'sharing of learning' open afternoons for parents to attend ELC and school setting. Reintroduce Stay and Play in ELC setting

Improvement Project 3: Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Progress and impact:

- ✓ Increase in the use of summative assessments to establish new baselines and gaps. Teaching staff in all classes have been using PM Benchmark, SW spelling, Numeracy diagnostics assessments, Leckie Numeracy assessments, Phonological awareness assessments, SNSA and Scottish criterion scale to identify progress in all individual learners.

- ✓ Use of PEF PSA, PEF Teacher and differentiation in class to support closing gaps, a shortage of staff due to covid related illness has meant that the PEF teacher and PSA was used to maintain staffing ratios to keep as many classes open as possible, this has meant that we have not seen as much improvement in performance as we had planned.
- ✓ Teaching staff moderated writing assessments in term 3 and had relevant and useful discussion about standards for writing. This was not carried out termly as planned to staff shortages and capacity related to covid 19 situation. Staff have started to use and become familiar with the benchmarks, but we need to develop a deeper knowledge and understanding and moderated more regularly including with ASG.
- ✓ Two staff were trained in the role of QAMSO but again due to staff shortages and capacity there were not as many opportunities for collegiate work on moderation as planned so the QAMSO didn't lead moderation sessions after attending training

Next steps:

- ✓ Staff to look at current attainment tracker evidence and attainment data from SNSA and ACEL. Using HGIOS 2.2 staff to evaluate What's going well, evidence and next steps to support learning and teaching.
- ✓ ASG writing moderation sessions to be planned and agreed
- ✓ Ensure the data gathered from assessments is used to inform next steps and to plan interventions for children requiring such input
- ✓ A more robust assessment policy to be developed and shared to ensure more detailed termly assessments for all children that are then used to inform next steps for planning, teaching and learning.
- ✓ Establish needs by gathering baseline assessments in the first two weeks of Term 1. PM Benchmark (Reading) Criterion Scale (writing) Phonics assessment/phonological awareness and SWSL assessment.
- ✓ Literacy assessment weeks then timetabled in first 2 weeks of each term.
- ✓ INSET 15th August all staff ELC-P7 to become familiar with Literacy Benchmarks and discuss these with other members of staff.
- ✓ Staff discussion on progress in raising attainment in Literacy and what they feel we still need to work on 31st January 2023. Relook at Literacy Benchmarks
- ✓ ELC staff meeting using profiles, observations and developmental overviews and literacy benchmarks to discuss progress and next steps.
- ✓ Termly tracking with teaching staff to identify progress in Literacy and support in place for SPP code C pupils to get them on track with learning. Teaching staff to update attainment trackers termly before tracking meetings to be used in discussion/planning next steps. Termly tracking meetings with key workers in ELC to discuss progress in literacy and next steps for individual learners
- ✓ Percentage of learners attainment tracker to be created and updated each term to be used to identify progress towards ACEL.

Overall, we have made good progress in this area and staff are becoming more confident with assessing children and using these results to set next steps to raise attainment. However, we need further work in this area and a more robust assessment policy that is used across the entire school. Our SNSA data in P1 showed that 100% of children were working at or above the expected age and stage and in P7 over 85% of children were working above the expected age and stage however, further work needs to be done to ensure that our SNSA data, class assessments and ACEL data match and that support continues to be in place for children not yet working at the expected age and stage.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good

3.1 Good
**Ensuring wellbeing, equality
and inclusion**

3.2 Good
**Raising attainment and
achievement**

Our children and young people believe we have made the following progress this session:

Theme 1 Excellent
Our relationships

Theme 2 Excellent
Our learning and teaching

Theme 3 Excellent
Our school and community

Theme 4 Excellent
Our health and wellbeing

Theme 5 Excellent
**Our successes and
achievements**

Our children and young people like the playground, our lunch system, the teachers, the pupils, the golden rules, their teaching and education, kindness, cloakrooms, quiet hardworking classes, the classrooms and the PSA staff.

They would like to see improvements in the football pitch, the toilets, the library, reopen the play shed, improve the tuck system, eco committee and pupil council to start back up, CCTV and high fences.

Our overall evaluation of Kiltearn primary school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.